



**Professional Development Plan**  
**CIESLEWICZ, MARY T (075362)**  
**[mary.cieslewicz@gmail.com](mailto:mary.cieslewicz@gmail.com)**  
Reviewer Access

[- Contact Us](#)  
[- Log Out](#)

**Options:** [Integrated Checklist](#) | [Main Menu](#)

**PDP ID:**

**Name:**

**Email:**

**Category:** Teacher **Stage:** Initial Educator

**Certs:** [View DPI's Info](#)

January 26, 2013 through June 30, 2017

20 Initial Educator

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13)

777 REGULAR EDUCATION

Team Member	Name	File No	Last Viewed	Checklist
Peer				
Administrator				<a href="#">View</a>
IHE Rep	CIESLEWICZ, MARY T	075362	2013-12-11 10:25:20	<a href="#">View</a>

**Description of School and Work Situation:**

I am currently finished with my first year of teaching in -----, and starting within my second year in this district as a first, second and third grade teacher at ----- Community (NxGLC) that consists of 54 students and three teachers (18:1 student to teacher ratio). The demographics of our school consist of 43.1% White, 17.9% Black not Hispanic, 3.3% Asian or Pacific Islander, and 2.7% American Indian or Alaska Native. Our school community has 23.3% of students designated as economically disadvantaged. ----- Elementary is located outside of Milwaukee, ----- and considered a urban school. The mission of ----- Elementary, is a partnership with family and community, which is to provide challenging curriculum and engaging instruction so that every student reaches his/her potential. Our school improvement goals at ----- Elementary include goals in reading, math, personalization, and professional culture. Our goals for reading include meeting or exceeding performance average based on the new Career and College Readiness Benchmarks, 87% of all students will meet or exceed MAP growth targets, 80% of students will demonstrate proficiency on SAGE objectives, and an increase in percentage of students performing at Grade Level by 10 % in our 4/5 classrooms. Our math goals include meeting or exceeding level performance average based on the new Career and College Readiness Benchmarks, 89% of all students will meet or exceed MAP growth targets, and 80% of students will demonstrate proficiency on SAGE objectives. Our school personalization goals include students will balance short and long term goals while prioritizing the use of world information to solve problems, and students will communicate effectively in diverse environments. Our professional culture goals are that students/families and the staff is continuously improving upon their own practices/ providing rigorous personalized learning.

**Goal**

I will research and implement instructional strategies that promote active student engagement within the classroom so that I enhance my students' learning as evaluated by formative & summative assessments and teacher & student reflections on the engagement strategies.

**Rationale:**

After my first year of teaching, I have gained some methods on how to engage students with a positive behavior management system. However, I have not been successful in engaging students within literacy and math. So, I plan to acquire a variety of activities that are researched to actively engage students in academics. In order to be engaged in the content that is being taught. There are certain instructional strategies, practices and activities that are known to increase levels of engagement in learning. Within my current school district, classrooms must have 80% of students meeting or surpassing their MAPS yearly goal, in order to be actively learning in all levels of support (independently, small group, whole group). Students will be able to accomplish their goals and work at high levels and what they are learning. I have started this goal of higher student engagement in a variety of ways, such as using different whole group instructional strategies to share out. My goal addresses these Wisconsin Teaching Standards, Standard 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation, Standard 9: The teacher is a reflective practitioner who evaluates the effects of his or her choices and actions on pupils, professionals in the learning community and others and who actively seeks out opportunities to learn from these experiences.

**Standards:**

5,9

**Plan for Assessment:**

In order to assess my progress of my own professional growth, I will look to student surveys and my own self-reflection. I will be looking at student surveys from a student perspective on if that engaging instructional strategy aided in higher student satisfaction and achievement. In order to assess my own professional growth, I will use an engagement log to self-reflect on my progress with engaging instructional strategies. Lastly, I will use the new lesson plans I have created and student achievement data to assess the effect on student growth will be to gather student data based upon MAPs data. The summative assessment will be student mid-year and end-of the-year MAPs data that specifically relates to a certain subject in which I taught engaged in. Informal assessments, such as graphic organizers that are used with taught instructional strategies.

**Objective 1:**

I will research instructional strategies on how to promote active student engagement within the classroom.

Activity	Timeline	Collaboration
I will attend a professional development about, "Collaborative Learning" to learn about instructional strategies	October	I will work with my district staff and instructional coaches

in effective discussions.	2013	professional development.
I will attend and participate in a professional development provided by Wisconsin Educator Innovations (WEI), named, "Reading Complex Texts: Engaging Learners for Success in All Disciplines".	January 2014	I will work with colleagues to discuss and
I will read a variety of texts that teach instructional strategies related to engaging learners, including "From Seatwork to Feetwork: Engaging Students in their Own Learning" by Ron Nash.	Summer 2014	
I will observe an educator within 1st-3rd grade whom has been identified with having mastered instructional strategies in engaging students.	2013-2016	I will work with grade level teams to disc strategies and teachers whom have a gr

**Objective 2:**

I will use what I have learned to create engaging lessons that will enhance my student's knowledge of the subject area being led.

Activity	Timeline	Co
I will use instructional strategies with graphic organizers during whole group, such as Jigsaw or a Fishbowl, to engage students and enhance their level of learning.	2013-2016	I will collaborat team and refle
I will analyze lessons created that specifically tie in learned instructional strategies for engaging learners.	2013-2016	I will work with reflect on instru
I will teach students through Achieve 3000, a technology based reading program, and tie in an engaging instructional strategy to meet our School's Improvement Plan (SIP) goal of students completing 2 articles on Achieve 3000 and receiving 75% or higher on the comprehension piece.	2013-2016	I will work with goal.
I will create student surveys to gain an understanding of instructional strategies that were of higher engagement than others.	2013-2016	

**Objective 3:**

I will evaluate my use of engaging instructional strategies through anecdotal notes and summative assessments.

Activity	Timeline	Coll
I will create measurement tools to determine the level of engagement and analyze mid-year MAPs data to reflect on any correlations between student achievement and engagement levels.	2013-2016	I will analyze with g administration.
I will keep an engagement log in a journal to analyze my teaching of instructional strategies and thoughts about how students responded emotionally and academically.	2013-2016	

**Standards:**

- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and positive learning behaviors.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, professionals in the learning community and others and who actively seeks out opportunities to take advantage of effective teaching practices.

[Integrated Checklist](#)